

brought together, of different classes and both sexes, for the consideration of the questions in which they are so deeply interested. It is hoped that persons familiar with the education of children will show how home can best co-operate with school, and that medical men will occasionally give addresses to parents bearing upon physical education. With regard to the history of this movement, it largely owes its conception and inception to Miss Charlotte Mason (applause), who began the movement at Bradford by establishing a small local Union which, I believe, has done a great deal of good there. Accounts of her work spread, and she has been invited to help in the establishment of similar Unions in other places. It seemed desirable that London should be made the headquarters of the movement, and that a committee should be formed in London for the purpose of organising the movement. Money will be required for the purpose, and I trust that a sympathetic public will now come to our support.

The resolution was then read.

"This meeting expresses sympathy with the objects and work of the Society," &c.

[The report we have received of the Bishop of Ripon's inspiring address is, unhappily, too inadequate for publication. The concluding words were:

"A retrospect, not only of our own experience in training children, but of our own experience during the period when we, ourselves, were being trained, would furnish many of us with weighty reasons for promoting the welfare of this Society."—ED.]

Dr. GLADSTONE moved, and the Rev. EDWARD WYNNE (Vicar of Forest Gate) seconded, the resolution.

The Bishop of LONDON, in acknowledging a vote of thanks, spoke of the encouragement afforded by so large and sympathetic an audience, and made pleasant reference to Miss Edgeworth's "Parents' Assistant," "Sandford and Merton," and other books of an earlier generation which dealt not unsuccessfully with the problems of home education.

HADDO HOUSE, ABERDEEN,

May 31st, 1890.

Dear Miss Mason,—Lady Aberdeen and I are very sorry that we cannot be in our places on the occasion of the meeting of the Parents' Educational Union, for which the Bishop of London and Mrs. Temple have so kindly granted the use of London House.

We are glad to think that at this meeting, which is sure to be a particularly interesting one, the Report of the past year's work will be encouraging. Let me add that we think the *Parents' Review* has thus far been extremely well conducted, and is full of promise of usefulness.

I remain,

Yours very faithfully,

ABERDEEN.*

* The above letter from the Presidents of the P.N.E.U. should have been read at the meeting, but that the Secretary did not receive it in time, owing to her absence from home.

Books.

"Ende hoexkens ende boexkens."

Among June papers for children we may note *L'école maternelle et infantine* (fortnightly), containing a brief essay on "Politeness," in which M. Huguet says "It will be useful to put the following rules into practice:—(1) Every child passing a master should salute. (2) On any stranger's entry into the class-room, all the pupils should rise and bow. (3) Every pupil shall be compelled to speak with respect of masters and scholars, and to avoid wounding and insulting expressions. (4) Children's language shall be watched when they leave the classes or when they are at play. We may with perseverance put polished manners in place of the bad education" (which children get at home). We are glad to believe that in our Board Schools the first three rules are generally adhered to; but England would shrink from imposing rule (4). The example of elder boys and girls can alone enforce it. Are we asking too much if we suggest that as corollaries to these rules we should add the following?—(1) Masters and mistresses should say "Good morning" to their classes. (2) Masters and mistresses should never call their pupils names, and should "avoid wounding and insulting expressions." (3) Masters and mistresses should watch their own language when they leave the classes, and should avoid speaking of their pupils as devils. "Oh, madame, repris-je (says a teacher of an infant class in a story that promises well), c'est une classe infernale. Je n'ai que des mauvais sujets ou des . . . ou des bâches. 'Je ne sais pas ce que c'est qu'une bûche répondit' sérieusement l'institutrice." *Maxima debetur pueris reverentia*. M. Ernest Legouvé sends an interesting letter on the advantages which he received, as an orphan, from his grandmother. The rest of the magazine is taken up with elementary lessons, and with one or two biographies. The whole is excellent (2d. per copy).

S. Nicholas (by the bye, how many people know the story of S. Nicholas and the children?) is less pedagogic and more amusing. Besides, it is well illustrated. Like those of most of the children's magazines in France, its story and its play "are to be continued." It is a pity that S. Nicholas is so short (but it is published every week; 15, Rue Soufflot, Paris, 3d. per copy).

In *La Mère et l'Enfant* we find the same cry that we shall hear later on, namely, that most mothers do not know how to treat young children, and that those who do know are ashamed of pretending to the knowledge. The titles of the short papers are "Comment il faut tenir un

enfant" (children are taught to walk much too soon, says Dr. Gall); "Les trucs pour faire avaler les médicaments aux enfants"; "Jeux et Jouets"; "La mentonnière (called by the writer "Cet oripeau grotesque et très nuisible"); a short story by G. Droz; and two pieces on the everlasting beauty show and women-smoking questions, in which the writers make merry with their readers about "Nos voisins, les Anglais," and "Des Crickett's Club, des Betting's Club."

The German papers—*Pädagogische Reform, Die Lehrerin, Haus und Schule*—do not (at any rate in the numbers before us) contain matter of interest to our readers.

We have to notice two or three character books. The first is a re-issue of Miss Marwedel's well-known work "Conscious Motherhood" (Heath, Boston, 8s.; English agents, Messrs. George Philip & Son). The book has been very well received by the American press, and seems to deserve a great deal of the praise bestowed on it; but for all its five hundred pages, it is too short, or rather, it is too sketchy. It is, of course, one long address to mothers by one who understands children; but twenty volumes would hardly be enough to lay Miss Marwedel's subjects fully open.

There is no doubt that, especially in the pages on first influences and on the ideal nursery, the author shows the fullest appreciation of the importance of her subject. The whole book is a logical but original development of Fröbel, and we are sure that the author would claim for it that it leads children on to the maximum effect with the minimum waste of time and temper. At the same time, the whole question of heredity is at present but ill-understood; and, indeed, the scientific education of very little children is, so to speak, on its trial; so that many of the author's statements will not meet with ready acceptance at the hands of those who watch children. The specimen lessons are very well done. For Part II., Miss Marwedel is only answerable as a translator. It contains the result of Dr. Preyer's minute studies in the development of a little child's mind. The doctor furnishes many interesting facts relative to the time and manner at which and in which the senses are developed, and the will expresses itself. It would be well if statistics could be gathered from a wide area, so that nursery educators might receive valuable hints based on actual induction. The testimony of one, valuable as it is, is only the testimony of one.

In a brochure, entitled "Childhood's Poetry and Studies," the same author develops her theory and practice of Kindergarten games, and in Part II. pleads for the use of "comparative diagrams of form and colour." While all in these pages is interesting, there is nothing that is disconnected or unscientific. Miss Marwedel gives the forcible reasons of a student and an enthusiast. In "The Missing Link" (same author) we have another development of Kindergarten work, in which a knife takes the place of scissors in the child's early attempts at cutting out figures. Both

* Miss Marwedel's "Ringolettes," "Baby's Delight," &c., are original and very pleasing variations on the well-known "Games and Occupations." Her comparative diagrams of form and colour are highly suggestive and helpful, and are beautifully executed (Geo. Philip & Son).

pamphlets are illustrated. (Paper covers, 2s. and 2s. 6d. each, Geo. Philip & Son).

"Character as seen in Body and Parentage," by Furneaux Jordan (Kegan Paul, 2s.). The second part of this small work is more useful and diverting than the first. The author begins by telling us of the characteristics of the "active and unimpassioned woman," "the impassioned woman," the "active, unimpassioned man," and "the impassioned man"; but the chapters are mere character sketches, evidently drawn from a few instances which have been carefully studied. Theophrastus and La Bruyère have done the same and done it very well. Theophrastus, however, could not have insisted, as our author insists, that the woman with long hair and thick eyebrows is likely to be a passionate rebel or a passionate lover, and that women are not brought to hospitals as victims of husbands' violence unless they have thin hair and are stout. We shall have to wait some time before the "science of character," which Mill attempted and gave up, is written by one whom the scientific world will be content to follow. But Mr. Jordan is always certain and is always lively. To him "Socrates was a shrew. He was always seen. He was never at rest. He gave others no rest. He questioned and lectured everybody in season and out of season. To him notoriety was life, and when tired of life he courted the crowning notoriety of an ostentatious death. . . . Nevertheless he was one of the noblest of ancient figures . . . and it will be better for us to hear, in school and out of school, more of Socrates and less of David." This funny judgment he follows up by discursive notes on Maggie Tulliver and Lady Godiva ("who, we are quite certain, was of spare figure, with a straight spine, a flat back, and an upright head"). We took up this book intending to get wisdom from the chapter on education, but we cannot find anything very useful to the teacher except this, that some boys are born idle and that an industrious boy cannot help being industrious. All those who have to deal with children recognise this; we are not sure that they act on their knowledge of the fact. The book (though it only contains a hundred pages) manages to secrete a good deal of venom in regard to bishops, the Bible, and "belief" (by which Mr. Jordan appears to mean Christianity). There are a few words in the book on "the caviller."

"Modern Thought and Modern Thinkers," by J. F. Charles (Relfe Brothers). This is an excellent little book, and contains a vast amount of useful information for a generation that really cannot and ought not to grapple with the immense number of modern books, good though they may be. The surly critic will say that there is little use in devoting two pages to Buddha, two more to Newman, and half-a-dozen to Comte; but for the busy man, and for all who are not "polymaths," Mr. Charles has provided a clear and very concise account of the great thinkers of the day, or rather of the great thoughts, for biography he scarcely touches. Mr. Charles's gravest omission is that he has left the readers, whom he guides so cleverly, just at the point where they need guidance most. We hope that in a second edition he will add to each chapter a short list of useful books and essays on the various subjects treated of. How various the subjects are our readers will gather if we name one or two—Evolution, Biblical Criticism, Mental and Moral Science, Positivism, The Evidence of Miracles. There is not a dull

page in the book. Parents, who must needs feel it incumbent on them to be aware of the tendencies of modern thought, will be glad of this thoughtful introduction to subjects of grave interest.

We have received several school books. "The First Year of Science" (by Paul Bert, and translated by the celebrated minister's talented wife. Relfe & Co.), which is literally crammed with illustrations and with scientific facts told pleasantly; Dr. Bowick's "School and College Examination Arithmetic," specially useful for commercial examinations; Mr. Trovie's "Class Book of Geography—Physical, Political, and Commercial"—brought up to date, and containing an excellent index; and Mr. Robson's "Geometrical Drawing," in which the examples are chiefly taken from army papers. This book has reached a third edition, and is now revised and enlarged. As the author says, the book is in the main a collection of Problems, not Theorems, on Euclid. (All published by Relfe Brothers.)

From Messrs. Philip & Son we have received the clever and interesting "Planisphere," showing the principal stars visible for every hour in the year (2s.); "Story's Coloured Music System" (3s. 6d.), which proceeds on the principle that to teach successfully you must arrest the attention of the child; and "The Educational Annual for 1890" (2s. 6d.), a truly "handy reference to public schools and colleges."

But we take this opportunity of saying that it is not part of our purpose to review text-books for class-work. As our magazine will, we hope, be read from cover to cover by parents, we shall more particularly notice books or essays which deal with questions relating to the school and home training of character and mind. Improvements in the methods of instruction now in use we shall ordinarily leave to others, being convinced that, whatever the books are, it is the mind of the trainer and the sympathy of the teacher that makes or mars the child.

NEMO.

I should like highly to recommend two books for children which mine, aged seven and five, are never tired of, namely, "The Fairy Geography" and "The Fairy History of England," by Forbes Winslow. Both are procurable from any good library, and are, I think, 7s. 6d. each. I feel sure every mother will like them.—G. S. T.

To Subscribers.—It is found that the *Parents' Review* is at some disadvantage in not coming out on "Magazine Day," that is, a few days in advance of the first of the month. Our next issue will therefore be postponed, and come out for the 1st of September instead of the 15th of August. The new year of the *Review* will begin on the 1st of March instead of on the 15th of February. We are grateful for all the expressions of hearty sympathy and appreciation we receive: but we must beg our friends to remember that a very large measure of support is necessary to our success. If each subscriber obtain only one other, our circulation is immediately doubled.

By the Way—

That very young children may be much influenced by the books they read is shown in the following reminiscence:—I was about five years old when somebody gave me a very ugly-looking paper-covered book called "Chambers's Educational Course," which became the delight of my heart; as far as I can remember now, it simply consisted of anecdotes under different heads, one of which was "Presence of Mind," a subject always much impressed upon us by my father, and therefore, I suppose, the anecdotes under this head made the most impression, for I remember two of them to this day. Not long after the book was given me, we all went to the seaside (if Portishead can be called seaside), and there I made the acquaintance of a small boy of my own age, and his little sister of two, and we three small mortals were allowed to go about where we pleased, the boy and I being supposed to take care of the little girl. One day we were playing in a little wood close by the lodgings, and for a time quite forgot the little girl—and, when I began to look for her, what was my horror at seeing her sitting at the edge of a quarry with her little feet hanging over the side. Oh! the horror of that moment, I shall never forget it. What could I do? Instantly there flashed through my mind all the anecdotes about presence of mind; surely now was the time for me to act with presence of mind, but how? I thought of the story of the painter who nearly stepped off the scaffolding, till his friend, dashing the pot of paint in the middle of the picture, caused him to start forward again, and many other anecdotes as I crept up cautiously behind the baby—but none were exactly suitable to this case; only one idea became fixed, whatever I did the baby mustn't be startled, or she would fall over the side of the precipice, but I knew I wasn't big enough to lift her, and if I attempted it most likely we should both go down together. Thought travels rapidly, and by the time I was near the child my course was plain; I crawled on all fours just behind her, put my arms round her waist and rolled over backwards with her into a safe place. Shaking with fright I took her back, and gravely informed her mother that we were too young to have the charge of her! Twenty years after I again visited Portishead, and went to see the quarry, thinking my childish ideas had perhaps magnified the height and danger, but after seeing the fearful place over which the baby's feet hung, I marvel more than ever at the escape we both had.

Having given the serious effect of reading this book, I think I must give a ludicrous one. The winter after this adventure I went to the nursery one day, and found no one there, but a heavy towel, which ought to have been hanging on the large iron guard, smouldering in the fender. What an